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Write to Learn 6/9/10

Reading and listening as input. Speaking and writing is an output. I agree with this statement. Quote from article, “Learning is input, taking things in, putting things aside.” Many students wile thinking are inputting, gathering ideas and trying to make sense of things. Reading and writing are equal. One is not more important than the other. Quote from the article, “Students have a harder time understanding that reading is just like writing: cognitive construction in which everyone builds up meaning from cues in the text.” Both reading and writing require thinking. Reading and writing go hand in hand. Students should be able to do both to be successful.

“Students will put more care and attention into reading when they have had more of a chance to write what’s on their minds. When they have the opportunity to assume the role of a writer.” Students should be allowed to write about topics of their choice rather than being told what to write about. During writing time I call my students writers. I feel it gives them the confidence to work really hard on their writing.

Chapter 3 discussed Spelling and word walls. Teaching kindergarten spelling is quite difficult. Students want to be told how to spell each word. I currently have word walls for each content area. To encourage my students to use word walls. I allowed students to choose one word from the word wall and use it in a sentence. This will help students to become more comfortable looking for word wall words and provide students with the independence needed during writing.